March 2012

DCPS Budget Development Guide
School Year 2012-2013

TABLE OF CONTENTS

I. Introduction

Welcome to the School Year 2012-2013 Budget Development Guide. This guide explains the development of school budgets for fiscal year 2013 (FY13); outlines central office program requirements; provides instructions on the use of fund types; and describes the process for completing the budget template via QuickBase. School principals and Local School Advisory Teams (LSAT) should use this guide to navigate detailed questions on the budget development process.

Part I: The Comprehensive Staffing Model (CSM)
In this section you will find the following:
- The Comprehensive Staffing Model (CSM);
- A sample Local School Allocation Sheet for FY13
- Changes to the CSM;
- The cost of school-based positions; and
- Guidance on the use of funds.

Similar to FY12, DCPS budgets are derived using the CSM. This model uses various inputs (explained in further detail in this guide) that produce individual school budgets. Model inputs are a reflection of a school's student population and include total enrollment by grade level; total special education population; total English Language Learner (ELL) population; total participants in the Free and Reduced-Price Meal program (FARM); and non-formula funds. Because the CSM is the integral tool for creating a school's total allocation, the organization of this guide reflects the CSM inputs and major changes that have occurred to the model for FY13 budgets.

This portion of the guide will walk the reader through the ratios DCPS uses in the CSM to derive budgets. Further, there is an explanation of the origination of the "core staffing," "flexible staffing" and non-personnel spending (NPS).

Part II: The Budget Requirements
In this section you will find the following:
- Position requirements in the CSM;
- Special education staffing requirements and ratios;
- ELL staffing requirements and ratios;
- Title Funds spending requirements;
- NPS requirements; and
- Class size requirements.

This section contains guidance from multiple DCPS program offices to inform staffing and NPS decisions. We also incorporated principal and community feedback provided through our community forums and discussions with principals.

Part III: The Budget Process
In this section you will find the following:
- Methods for Maximizing Budget Potential;
- The Budget Petition Process;
- Staff Excessing Procedures;
- CLDF Procedures;
- Principal Engagement with the LSAT and School Community; and
- Tools for Finalizing the Budget.

Using feedback from both the school community by way of the LSAT and the Instructional Superintendent, principals will build their FY13 budgets. Programmatic decisions are aligned with the DCPS Effective Schools Framework and each school's Comprehensive School Plan (CSP). While principals must work collaboratively with LSATs and the broader school community in the budget development process, the roles that these groups play is advisory. The final budget and the final budget submission are the sole responsibilities of the school principal.

For the FY13 budget building process, principals will have one week to complete their budgets via QuickBase. Similar to FY12, principals may request changes to required staffing through the budget petition process. Petitions also are submitted via QuickBase and received on a rolling basis. We encourage early submission to ensure all petitions are reviewed thoroughly. Due to volume, no late submissions will be accepted. All petitions will be sent directly to Instructional Superintendents for approval. The DCPS Chancellor makes all final approvals. If a school is petitioning, the principal still must submit a preliminary budget that does not incorporate the requested petition, so that the school is prepared in the event of a denied petition request. More information on the petition process is in the appendices.

Glossary of Terms can found on page 56.

FY13 School Budget Timeline

Date	Action
Nov. 30, 2011	DCPS public budget hearing
Jan. 6, 2012	School leaders and school communities receive initial budget development guidance
Jan. 13, 2012	School leaders review and approve projected student enrollment for FY13
Feb. 29, 2012	Citywide revenue projections announced
March 2, 2012	Budget allocations and FY13 Budget Guide released to school leaders
March 3-7, 2012 (Saturday-Wednesday)	Targeted principal roundtables (as designated by instructional superintendents)
March 6 & 7, 2012	DCPS LSAT briefing (6:30-8 p.m.), 1200 First Street NE
March 7, 2012	All schools petition deadline
March 8, 2012	All finalized school budgets due via QuickBase.
March 23, 2012	Mayor submits city budget to Council
March 26-30, 2012	Staffing meetings with principals**

**Staffing meetings with principals are organized by the Office of Human Resources. Invitations will be sent directly to principals after budgets are complete.

Part I: The Comprehensive Staffing Model

Comprehensive Staffing Model

The Comprehensive Staffing Model (CSM) impacts a school's allocation in two ways: The CSM establishes the positions a school must have, and the CSM allocates funds based on ratios to support those positions. CSM is divided into three designations: Elementary School, Middle School and Senior High School. (Education Campuses, or K-8 schools, are inputted into the model by grade and align with either Elementary or Middle.) Each school is run through the CSM in the appropriate grade-level designation.

DCPS allocations divide into two parts: **required staffing** and **flexible staffing.** Required staffing are the positions that, for programmatic reasons, are considered essential to successful school operation. Principals must budget for all required positions, although they may submit a petition to opt out of the position if so desired.

Flexible staffing speaks to the principal and LSAT's ability to adjust those positions based on the school's programmatic needs.

Finally, schools receive the dollar equivalent of the average salary for a position. This allows schools to be "personnel-neutral" when budgeting; meaning, schools can decide to budget for a position without fear that their desired candidate would "exceed" the budgeted cost.

There are a number of central factors that are accounted for when DCPS calculates initial school budget allocations. These include the following:

- Projected student enrollment;
- Special education student population;
- English Language Learner (ELL) student population;
- Free and Reduced-Price Meals (FARM) forms submitted;
- School configuration (Elementary School, K-8 Model School, Middle School, or High School);
- Teacher-to-student ratios by grade configurations;
- Specialty School Status;
- Non-Personnel Spending (NPS); and
- Per-pupil funding minimum.

Each one of these factors informs the initial budget allocation for your school. These different factors are highlighted in the CSM copied below. Explanations for each factor can be found later in the guide.

Enrollment Projections
The primary driver for your school's initial budget allocation is projected student enrollment. Projected student enrollment is determined by analyzing the past five years of enrollment data by school to estimate enrollment for the upcoming school year. Projections also take into account more nontraditional factors that can significantly affect enrollment, such as school closures, capture rates and spikes in birth rates. This year, DCPS accounted for enrollment audit losses as a percentage of total enrollment in the FY13 enrollment projections from the 2011 (Oct. 5, 2011) enrollment audit. You can find the complete instructions for determining a projection in the appendices.

In December 2011, school enrollment projections were delivered to principals for review. Once received, principals accepted or petitioned their projection based on evidence of enrollment. Petitions were granted based on the quality of evidence.

Special Education Student Population
Staffing the special education student population is determined by a review of all current Individualized Education Plans (IEPs). Staffing for these needs is guided by the Office of Special Education (OSE) staffing ratios, which can be found later in the guide. Funds are then allocated according to the given ratios. For example, if a school has 10 students with full-time IEPs at the K-8 level, that school will receive funds for one full-time special education teacher. Schools are not able to repurpose funds designed to support special education needs.

English Language Learner Student Population
Similar to the special education student population, English Language Learner (ELL) student population staffing needs are determined by a review of the number of ELL students currently enrolled and their language proficiency level (Level I through Level IV.) Staffing for ELL students is guided by the Office of Bilingual Education (OBE) staffing ratios. Funds are then allocated according to the given ratios. For example, if a school has 22 students between Level I and Level IV in K-8, the school will receive funds for one full-time bilingual/ELL teacher. Schools are not able to repurpose funds designed to support ELL needs.

Free and Reduced-Price Meals (FARM) Forms Submitted
The number of students at a school who submit their Free and Reduced-Price Meal (FARM) form has a direct impact on the amount of "Title funds" that a school receives in its initial budget allocation. "Title funds" refers to money provided by the U.S. Department of Education through the Elementary and Secondary Education Act of 1965. These funds are divided into two categories: Title I and Title II. Title I funds are designed to provide support for students from low-income families and are subsequently tied to the successful submission of a completed FARM form. A small percentage of Title I funds are set aside to fund parent engagement initiatives at the school level. Title II funds are designed to support professional development for educators.

School Configuration
The grade configuration of a school impacts the allocation. The grade configuration determines the appropriate CSM designation. Elementary schools, for example, are run through the "Elementary" designation. Within that designation are specific rules that are unique to elementary schools and will affect the allocation. A good example is the teacher-to-student ratios at the preschool and pre-K levels, where the teacher-to-student ratio is lower (fewer students to a teacher) than teacher-to-student ratios at the secondary grade levels. An elementary school with a high number of preschool and pre-K students will therefore receive a higher allocation than a school without preschool or pre-K (such as a middle school) given the need for more teachers to adhere to the given ratios at the preschool and pre-K levels.

Specialty Schools
Currently, five schools within DCPS receive "non-formula funds," or specialty funds that promote the unique goals of their program. These funds were established via board resolutions prior to mayoral authority over the District's public schools. The dollar values remain constant between fiscal years.

A good example is the Ellington School for the Arts, which uses its non-formula funds to sustain a dual-curriculum that provides both general studies and arts-intensive classes. Non-formula funds are included in the initial school budget allocations for these programs.

Schools Receiving Specialty Funds	Total Non-Formula
Ballou SHS	$947,000
Banneker SHS	$690,480
Ellington School for the Arts	$2,180,709
McKinley Technology High School	$1,680,585
School Without Walls SHS	$495,436

Non-Personnel Spending (NPS)
All schools are allocated an equally weighted NPS fund which reflects 2.75 percent (2.75%) of a final total school allocation. For example, if a school receives an allocation for $1 million (prior to the add-on for NPS) it will then receive $27,500 for NPS. This results in a total school budget allocation of $1,027,500. In FY12, DCPS allocated 3.5 percent (3.5%) for NPS, so FY13 represents a reduction in allocation of NPS funds.

Per-Pupil Funding Minimum
The cost of maintaining lower-enrollment schools and expanding early childhood programs often falls disproportionately on schools with large enrollments. The cost is reflected in the fact that our largest schools spend the least per student. Without any adjustment, these larger schools lose funding while they are gaining overall enrollment. We identified all schools that were funding at less than $8,568 and added funds to restore their per-pupil spending to $8,568. The per-pupil funding minimum (PPFM) increased by 2 percent (2%) from FY12 to reflect the increase of 2 percent (2%) in the unified per-student funding formula. Even with the adjustment, these large-enrollment schools spend the least per student.

IB. Changes in School Allocations

Over the past five years, DCPS has done a great deal to lay the foundation needed to create dramatic gains. We have strengthened our workforce through targeted recruitment and worked to compensate teachers and principals commensurate with the challenges we have asked them to meet. We have prioritized the education of our students with special needs. Finally, we have worked to rededicate our central office to supporting schools.

While we have accomplished much, we have even more work to do in the years ahead if we are to meet our goal of ensuring that every DCPS school provides a world-class education that prepares all our students for success in college, career and life. Today's economy often limits the resources we can invest in our future. However, we are fortunate. The District of Columbia has weathered the Nation's economic storm better than others.

More importantly, our mayor remains unwavering in his commitment to public education. To that end, he has increased funding to public education as we head into the upcoming school year.   As we work to absorb rising costs and the loss of critical private and federal funds, we are happy to report that we are able to pass this increase directly to schools. The funding increase is reflected in both the total allocation we are able to provide directly to schools and the per-pupil funding minimum which has been increased to meet the unique challenges faced by our largest schools.

New Costs, Program Changes and Position Expansions
Even with this increase in funds, our costs continue to grow.   We ultimately added new costs totaling more than $35 million to our budget. Those costs, in large part, reflect the following salary, benefits and costs attributed to ET-15 (teaching) and other positions as well as a set aside of funds to support our lowest performing schools and our strategic ambitions.

We also were able to support schools through the following initiatives added to the FY 13 budget:
- Increasing the per-pupil funding minimum from $8,400 to $8,568 to assist our largest schools;
- Adding school-wide enrichment programs to Kelly Miller MS and Hardy MS;
- Reserving funds to ensure our education campuses are able to offer Algebra and World Languages;
- Expanding programs at School-Within-School, Peabody ES, Barnard ES and Powell ES;
- Expanding the number of psychologists assigned to schools to provide student support; and
- Staffing guidance counselors at a ratio of 1:250 at high schools.

We also were able to continue to fund the following important initiatives that we introduced in prior years:
- We maintained our current inventory of schools including our STAY programs at Ballou SHS, Roosevelt SHS and Spingarn SHS;
- We will continue to fund art, music and physical education instruction;
- We continue to allocate instructional coaches, social workers (which were expanded in FY 12), kindergarten aides;
- We maintain teacher allocations at the elementary schools; and
- We will continue to provide "specialty funds" to schools previously designated by the former school board.

Program Changes, Reductions or Reconfigurations
To balance our budget, we needed to change the allocations provided for certain staffing positions, schools or programs. The following changes are incorporated into the FY 13 budget:
- Middle and high school teachers will be allocated at 1:22 and 1:24 respectively;
- We have eliminated funding for SPED coordinator and SAM coaches. Schools may elect to fund either or both positions through their specialty funds if they choose;
- We have reduced Catalyst funding and restructured the Full Service School program;

- Small elementary schools are now defined as those with fewer than 300 students. Large elementary schools are schools with more than 500 students;
- Custodians will be allocated based upon actual staffing for the current school year with a total allocation of no more than 7 FTEs; and
- We have reduced non-personnel allocations from 3.5 to 2.75 percent.

Many of the program changes have already been communicated to impacted schools by program owners. However, if your school participates in one of the above programs and you have additional questions, you should not hesitate to reach out directly to the central office that supports your program. Our school operations budget team remains available to assist you in any way.

Again, schools retain the flexibility to continue to support positions that are no longer funded through DCPS through their flexible staffing funds. Teacher staffing allocations for all grade levels are summarized below:

Grade Configuration	FY12 Teacher-to-Student Ratio	FY13 Teacher-to-Student Ratio
PS	1:15	1:15
PK – K	1:20	1:20
1 – 2	1:20	1:20
3 – 5	1:25	1:25
6 – 8	1:20	1:22
9 – 12	1:22	1:24

This chart is a summary of the schools impacted by the various changes discussed above:

Changes to FY 13 School Staffing Allocations			
	Is My School Impacted by the Change?		
Change	Elementary School	Middle School	High School
Increase in Average Teacher Salary	Yes	Yes	Yes
Loss of Allocation for Special Education Coordinators	Yes	Yes	Yes
Increase "small school" threshold allocation to 300	Schools < 300	Schools < 300	Schools < 300
Increase "large school" threshold allocation to 500	Schools > 500	Schools > 500	Schools > 500
Increase Psychologist Allocation	Yes	Yes	Yes
Increase Guidance Counselors	No	No	Yes
Change Average Cost of Assistant Principals	Yes	Yes	Yes
Reduce Non-Personnel Spending Allocation from 3.5% to 2.75%	Yes	Yes	Yes
Increase Staffing Allocation for Middle School Teachers from 1:20 to 1:22	No	Yes	No

Increase Staffing Allocation for High School Teachers from 1:22 to 1:24	No	No	Yes
Increase Per-Pupil Funding Minimum by 2%	Schools < $8,568 per pupil	Schools < $8,568 per pupil	Schools < $8,568 per pupil

Grade Configuration Changes

Grade level Changes

School	Grade Configuration Change
Eastern SHS	Adding 10th Grade
Powell ES	Adding 5th Grade
Barnard ES	Adding 5th Grade
Jefferson MS Academy	Gaining 7th Grade (grade6-7)
Jefferson MS	8th Grade only
MacFarland MS	Losing 5th Grade
School-Within-School @ Peabody	Gaining 1st Grade

Early Childhood Grade Level Expansions
In SY12-13, DCPS will add four new pre-K classrooms

School	Grade Configuration Change
Leckie ES	Adding 1 pre-K classroom
Orr ES	Adding 1 pre-K classroom
Peabody ES	Adding 1 pre-K classroom
Amidon-Bowen ES	Adding 1 mixed-age classroom (ages 3-4)

Schoolwide Enrichment Model
Hardy Middle School and Kelly Miller Middle School will receive program funding for the expansion of a gifted and talented program for SY12-13.

School	Grade Configuration Change
Hardy MS	Will add 40 students in grades 6-8 to the program
Kelly Miller MS	Will add 40 students in grades 6-8 to the program

1C. Average Position Cost and Minimum Position Requirements

Average cost (salary + benefits) will be used for all school positions. This amount is used for budget development and does not represent the actual salaries/benefits individual staff members receive. Average costs are displayed below:

School-Based Administrative Positions				
Job Title	**Pay Plan**	**Grade**	**Total**	**Minimum Requirements**
Principal	ET	61,62,63	$ 140,867	MA Degree
Assistant Principal; Assistant Principal for Intervention (FSS)	ET	8	$ 120,000	MA Degree
Coordinator, Academy; Coordinator, IB; Coordinator, Program; Coordinator, Special Education; Coordinator, Student Resource; Dean of Students	ET	10	$ 91,953	MA Degree Required; three years or more experience preferred
Administrative Officer; Specialist, Transition	EG	12	$ 77,524	BA/BS Degree Required for New Hire/Promotion
Business Manager	EG	11	$ 67,144	BA/BS Degree Required for New Hire/Promotion
Attendance Counselor	EG	9	$ 50,661	AA Degree, BA/BS Degree Preferred for New Hire/Promotion
Assistant, Administrative	EG	9	$ 45,053	HS Diploma/GED, BA/BS Degree Preferred
Coordinator, Computer Lab	EG	9	$ 45,053	AA Degree in Computers., BA/BS Degree Preferred for New Hire/Promotion
Coordinator, Parent/Tech	EG	9	$ 45,053	HS Diploma/GED & Computer/Microsoft Proficiency, BA/BS Degree Preferred
Aide, Administrative	EG	7	$ 47,196	HS Diploma/GED & Computer/Microsoft Proficiency, BA/BS Degree Preferred
Coordinator, ISS	EG	7	$ 47,196	AA Degree & Computer/Microsoft Proficiency, BA/BS Degree Preferred for New Hire/Promotion
Aide, Computer Lab	EG	6	$ 45,022	AA Degree & Computer/Microsoft Proficiency, BA/BS Degree Preferred for New Hire/Promotion
Registrar	EG	5	$ 40,881	AA Degree & Computer/Microsoft Proficiency, BA/BS Degree Preferred for New Hire/Promotion
Clerk/Data Entry Clerk	EG	4	$ 37,230	HS Diploma/GED & Computer/Microsoft Proficiency, BA/BS Degree Preferred

School-Based Teachers				
Job Title	**Pay Plan**	**Grade**	**Total**	**Minimum Requirements**
Teacher (ET-15, 10	ET	15	$ 95,574	BA/BS Degree & Licensure Eligibility

Job Title	Pay Plan	Grade	Total	Minimum Requirements
month)				
Teacher (EG 09, 12 month)	EG	9	$ 78,483	BA/BS Degree or Professional Certification

School-Based Instructional Support Staff				
Job Title	**Pay Plan**	**Grade**	**Total**	**Minimum Requirements**
Counselor, Bilingual	ET	15	$ 95,574	BA/BS Degree & Licensure Eligibility
Counselor, 11 month (HS only)	ET	15	$ 105,131	BA/BS Degree, MA in School Counseling & Licensure Eligibility
Counselor, 11 month, Bilingual	ET	15	$ 105,131	BA/BS Degree, MA in School Counseling & Licensure Eligibility
Coach, Instructional	ET	15	$ 95,574	BA/BS Degree, Licensure Eligibility & three years or more experience preferred
Specialist, Librarian/Media	ET	15	$ 95,574	MA Degree in Library Science & Licensure Eligibility
Coach, SAM Intervention	ET	15	$ 95,574	BA/BS Degree & Licensure Eligibility
Psychologist	ET	15	$ 95,574	BA/BS Degree, MA in School/Educational Psychology & Licensure Eligibility
Social Worker	ET	15	$ 95,574	MA Degree in SW, LICSW & Licensure Eligibility
Behavior Technician	EG	5	$ 38,710	
Aide, Library/Tech	EG	4	$ 35,009	
Aide, 12 mo Special Ed; Aide, 12 mo General Ed (80 hrs)	EG	4	$ 34,465	
Aide, 10 mo General Ed; Aide, 10 mo Special Ed; Aide, 10 mo Language Acquisition; Aide, 10 mo, Pre-K/K	EG	4	$ 30,679	48 Credit Hours College Coursework or High School Diploma and passing Paraprofessional Exam Scores

School-Based Custodians				
Job Title	**Pay Plan**	**Grade**	**Total**	**Minimum Requirements**
Custodial Foreman	SW	1,3,5	$ 57,619	High School Diploma/GED, Relevant Work Experience
Custodian (RW-5)	RW	5	$ 44,232	High School Diploma/GED, Relevant Work Experience
Custodian (RW-3)	RW	3	$ 36,459	High School Diploma/GED

Teachers

Schools receive the dollar equivalent of the average salary for a position. This allows schools to be "personnel-neutral" when budgeting; meaning, a school can decide to budget for a position without fear that their desired candidate would "exceed" the budgeted cost.

Similar to FY12, the average cost of a teaching position for FY13 takes into account the following factors:

- Overall average cost of experienced teachers (87.5% of teacher force) and new teachers to the teaching force 12.5 percent of teacher force annually);
- Increase in the cost of benefits (17.2 percent);
- Coverage for the cost of IMPACT bonuses and salary raises; and
- Coverage for the cost of substitute teachers.

For FY12, the cost of IMPACT bonuses and salary raises were covered through private funding sources. DCPS has absorbed this cost for FY13. Additionally, the cost of substitutes was previously not included in the total cost for teachers.

Principals
Average principal salaries reflect the new principal salary scale, consistent with the increases all principals received for SY11-12.

Assistant Principals
Salaries for assistant principals have been increased in FY 13 to reflect increased costs.

Part II: Budget Requirements and Guidance

Part II of the budget guide represents the position requirements and guidance for the following areas:

- General Education Classrooms;
- Special Education Staffing;
- English Language Learner (ELL) Staffing;
- Title Fund Allocation;
- Non-Personnel Spending (NPS); and
- Class Size Requirements

This section contains guidance from multiple DCPS program offices to inform staffing and NPS decisions. DCPS also incorporated principal and community feedback provided through our community forums and discussions with principals and their instructional superintendents.

IIA. REQUIRED STAFFING & BUDGET REQUIREMENTS

Required Staffing for SY12-13

For SY12-13, the following staff or programs are required at every school unless otherwise approved via the budget petition process. All petitions submitted will need to reflect a cost-neutral change to the school's budget. The petition process can be found in Part III of this guide. All petitions are done via QuickBase.

School-Wide Positions	
Position	**Guideline**
Principal	This position is required.
All Custodians	All custodial positions are required. In order to deviate from the requirement, schools must submit a petition.
Instructional Coach**	Schools are required to budget for an Instructional Coach position in order to lead development of the school's staff. Schools may submit a petition to opt out of this requirement. Certain school models, including STAY schools and schools designated as autonomous schools or partnership schools, receive additional flexibility around the requirement to budget for an Instructional Coach.

**This section was updated as of May 21, 2012.

School Based Classroom Positions or Programs	
Position	**Guideline**
Art, Music, Physical Education	Program required – does not have to be FTE, can be demonstrated program (i.e. Fillmore)
JROTC	If your school has JROTC in SY11-12, you must budget for the same program and staffing for SY12-13.

School Based Support	
Position	**Guideline**
Social Worker (Mental Health Provider)	Social workers have been allocated to schools based on student need, as defined by student IEPs, and total student enrollment.
School Psychologist	Psychologists have been allocated to schools based on student need, as defined by student IEPs, and total student enrollment.
Educational Aide	One per preschool, pre-K, kindergarten and bilingual education classroom.*

*Bilingual aides are based on student totals

School-based Classroom Position guidance

JROTC

If a school offered JROTC in SY11-12, the school is expected to provide the same programming in SY12-13. A school must submit a budget petition to make any changes to the JROTC program in FY13. The JROTC salary is funded through the local school budget. All supplementary funding, such as uniforms, supplies, etc., will remain the responsibility of the federal government, purchased by the school instructors.

JROTC Staffing Requirements:

Number of Students Enrolled in the JROTC Program	Required instructors
0-150	Two JROTC Instructors*
Greater than 150	Three JROTC Instructors*
The third instructor is added in the third year only if a program has two years of enrollment above the 150-student mark. If a school with three JROTC instructors has a total enrollment of fewer than 150 students for two consecutive years, the third instructor position is eliminated in the third year. Petitions to reduce JROTC counts that do not align with the above-stated requirements are not allowed.	
*Note that one of the required instructors must be a Senior Instructor (i.e., a commissioned officer).	

Advanced Placement (AP) Courses

As previously discussed with schools, it is our goal that every student completes a college-preparatory sequence of study in high school, including experience in college-level courses. To that end, we expect every high school to offer a minimum set of Advanced Placement (AP) courses in the four core academic areas: English, math, history and science.

As was the case last year and continuing in SY2012-13, every high school is expected to offer at least the following:
- AP English Literature and Composition *or* AP English Language and Composition;
- AP Calculus AB;
- AP US History *or* AP US Government;
- AP Biology.*

*If principals wish to substitute a course (e.g. AP Chemistry in lieu of AP Biology), they may do so through the petition process. Please also note that all AP science courses must include specific required laboratory experiences, necessitating specialized equipment and supplies. Please contact James Rountree, Science Specialist, at james.rountree@dc.gov, for a complete list of lab materials required for all AP science courses.

For SY2012-13, we again expect the following steps will be taken:
- Every school will offer at least the four courses listed above; and
- All the AP courses listed above that are offered in SY2012-2013 and after will have a minimum enrollment of 15 students.

READ 180

Below are the staffing and scheduling implications:
- All students identified for READ 180 must be enrolled in both READ 180 and English/Language Arts.
- READ 180 class time must be scheduled for 70-100 minutes daily to yield the desired growth results.
- Schedule READ 180 class sections with 15-21 students, with an individual class size not to exceed 24 students.

Health and Physical Education Instruction

For Students in Kindergarten through Grade 5:
The Healthy Schools Act (passed by DC Council in 2010) contains the following requirements for physical education and health instruction. Staffing should include teachers certified in health and physical education sufficient to meet the following requirements:

Physical education – an average of at least 30 minutes per week; and

Health education – an average of at least 15 minutes per week.

The physical education and health education required by this section shall meet the curricular standards adopted by the State Board of Education.

For Students in Grades 6 through 8:
The Healthy Schools Act contains the following requirements for physical education and health instruction. Staffing should include teachers certified in health and physical education sufficient to meet the following requirements:

- Physical education – an average of at least 45 minutes per week; and
- Health education – an average of at least 15 minutes per week.

The physical education and health education required by this section shall meet the curricular standards adopted by the State Board of Education.

Note:
- Recess does not replace physical education instruction and is not eligible to be used to meet the physical education time requirements of the Healthy Schools Act.
- Schools may contract with an external physical activity vendor after meeting the above staffing recommendations for physical education and health instruction.

For Students in High School
Staffing at the high school level should include teachers certified in health and physical education sufficient to support students in meeting the following DCPS graduation requirements (as dictated by DC Municipal Regulations):
- Physical Education – one Carnegie Unit; and
- Heath Education – .5 Carnegie Unit.

School-Based Support Position Guidance

While making staffing and budget decisions, please consider that **s**chool-based staff are responsible for implementing policies and practices in the following areas related to student support:

- Attendance and truancy (Attendance Counselor or Attendance Designee);
- Student discipline systems – implementation of Chapter 25 (point of contact);
- Student Support Teams (Student Support Team Coordinator);
- Section 504 support (Section 504 Coordinator); and
- Support for homeless students – implementation of McKinney Vento (Homeless Liaison).

Additional potential areas of student support include:
- In-school suspension
- Support for pregnant and parenting students
- LGBTQ liaison

Attendance and Truancy
In general, the school-based work around attendance and truancy involves the following:
- Administrative tasks
    - Entering attendance daily and maintaining accurate records (teachers and designated staff); and
    - Facilitation of regular attendance committee meetings.
- Student/family interventions and case management
    - After five absences, facilitate family meeting, assess student/family barriers to attendance, and make appropriate referrals for support services. Conduct home visit if family does not attend meeting;
    - After 10 absences, make referral to CFSA for suspected educational neglect; and
    - After 25 absences, write referral to DC Superior Court documenting school interventions.

There are multiple staffing structures that can be used to cover these responsibilities. Principals may contact the Director of Student Attendance Amoretta Morris at Amoretta.Morris@dc.gov for assistance with organizing their staff to support the work around attendance and truancy.

Innovative School Models – The Office of School Turnaround (OST)

DCPS currently supports various school models that offer additional autonomy and/or staffing to schools depending on the program. The programs are listed below:

DC3 Schools: Staffing Autonomy Only	Partnership Schools: Staffing Autonomy Only**	Autonomous Schools: Staffing Autonomy Only	Catalyst Schools: 0.5 Allocation for Coordinator	Schoolwide Enrichment Model (SEM): additional funding	Full Service Schools: Assistant Principal for Intervention (API)
• Hardy MS • Hyde ES • Janney ES • Mann ES • Maury ES • Miner ES • Orr ES • Smothers ES • Walker-Jones EC • Wheatley EC	• Anacostia HS • ~~Coolidge HS~~ • Stanton ES Partnerships will be reviewed at year end by	• Banneker HS • Barnard ES • Eaton ES* • Ellington SOA • Key ES • Mamie D Lee School • Murch ES • Noyes EC* • School Without Walls • Stoddert ES	• Burroughs EC • Langley EC • Langdon EC • Ludlow-Taylor ES • Sousa MS • Takoma EC • Whittier EC	• Hardy MS • Kelly Miller MS	• Eliot-Hine MS • Hart MS • Jefferson MS • Johnson MS • Kelly-Miller MS • Kramer MS • MacFarland MS • Ron Brown MS • Shaw MS • Stuart Hobson MS • Sousa MS

**Coolidge HS will not be a partnership school in FY13. This was incorrectly listed in the original publication of this guide. This section was been updated as of May 21, 2012.

Notes:
- DC3 Schools, partnership schools and autonomous schools have autonomy to make staffing decisions to support their needs consistent with applicable law or bargaining requirements.
- As previously advised, Catalyst schools will need to budget for their programs via local dollars as they embark on their third year of implementation of the model. The only schools that will receive partial local funding for the Catalyst program are: Burroughs, Langley, Langdon, Ludlow-Taylor, Sousa, Takoma and Whittier. These schools will receive a 0.5 Coordinator allocation and will need to fund the difference of this position via local funds.

As part of the autonomy associated with these initiatives, Partnership Schools, Autonomous Schools and schools in the DC3 have flexibility to deviate from required staffing requirements. These flexibilities are tied directly to achieving specific outcomes. These schools are encouraged to consider the various functions that the flexible positions assume at the school level, particularly in relation to a school's interface with central office functions and the outcomes they are targeting. Some of these considerations are listed below each position. This group of schools is encouraged to engage with program managers and staff from the OST when making decisions around budget flexibilities.

Partnership Schools, Autonomous Schools and DC3 schools must adhere to budgeting rules with some exceptions to the required staffing model. These schools are not required to have the following positions:
- Principals
- Art Teacher
- Music Teacher
- Mental Health Provider (Social Worker/School Counselor)
  - All schools will be required to provide social work services to students, including behavior support services as defined by an IEP.
  - Social workers can be used in a variety of capacities: implementing family and community engagement strategies, providing direct counseling services, staff professional development around social/emotional needs of students, among others.
  - Social workers coordinate school-level crisis response.
  - Social workers serve as the primary liaison between schools and other DC government agencies (Department of Mental Health, Department of Youth and Rehabilitation Services, etc.)

International Baccalaureate Program (IB)

DCPS is continuing to develop International Baccalaureate (IB) programs across the school district in an effort to increase access to rigorous and international programming. Based on what we learned through the accreditation process with the first cohort of IB schools, the school district will provide funds for an IB Coordinator for schools that have been identified by the Chancellor's Office to pursue IB authorization. The funding will cover the cost of the IB Coordinator through the candidate period of the authorization process.

The following schools are IB authorized (or expected to be authorized) schools for SY12-13:
- Banneker SHS;
- H.D. Cooke ES;
- Deal MS;
- Shepherd ES; and
- Thomson ES.

The following are school initiating the IB candidacy schools process for SY12-13:
- Eastern SHS Diploma Programme (DP);
- Turner @ Green ES Primary Years Programme (PYP); and
- Eliot-Hine MS.

Upon the achievement of IB authorization, schools will be expected to pay for their IB coordinator through their per-pupil spending. This would give IB candidate schools two to three years, depending on the program they are implementing, to determine how to build capacity within their school budget. As a result of the work done by previous

IB candidate schools, we have seen enrollments rise in schools pursuing IB authorization, ultimately providing most schools with the opportunity to absorb the cost of the IB Coordinator position. In cases where candidate schools are at capacity, the school will need to determine how to reallocate their existing resources as the IB program is developed and implemented.

Benefit to IB Schools Pursuing IB PYP or MYP Authorization	Amount ($)
Candidate Year 1 (IB Coordinator; 1 FTE ET 10 or higher)	$91,953
Candidate Year 2 (IB Coordinator; 1 FTE ET 10 or higher)	$91,953
Candidate Year 3 (IB Coordinator; 1 FTE ET 10 or higher)	$91,953
Authorization Year 1 (IB Coordinator funded by school budget)	$0
Authorization Year 2 + (IB Coordinator funded by school budget)	$0

Benefit to IB Schools Pursuing IB DP Authorization	Amount ($)
Candidate Year 1 (IB Coordinator; 1 FTE ET 10 or higher)	$91,953
Candidate Year 2 (IB Coordinator; 1 FTE ET 10 or higher)	$91,953
Authorization Year 1 (IB Coordinator funded by school budget)	$0
Authorization Year 2 + (IB Coordinator funded by school budget)	$0

Staffing Implications:
Diploma Programmes (DP) must have a full-time IB Coordinator (ET 10 or higher), a CAS Coordinator, an Extended Essay Supervisor and teachers dedicated to teach courses from each of the six groups of study.

Middle Years Programmes (MYP) must have a full-time IB Coordinator (ET 10 or higher) and dedicated staff to teach courses from all content areas to students in each grade of the program.

The Primary Years Programmes (PYP) must have a full-time IB Coordinator and have enough teachers to teach all of the content areas to students in each grade. In some cases, principals may have to dedicate a teaching position to teach a specific content area (physical education, art, music, world language, etc.).

PS-8 Staffing
The following guidelines were established to assist preschool-Grade 8 schools relative to staffing, scheduling and program design. These guidelines should help schools as they design programs to meet the needs of their specific school communities.

PS-8 Staffing Model
A preschool-Grade 8 school receives an allocation based on the ratios discussed earlier in the CSM. Please consult the CSM to determine the teacher-to-student staffing ratios.

Ultimately, in the PS-8 School:
- **Preschool-Grade 5** will be generally self-contained. There is also an option of a school-based decision to include Grade 6 in this configuration.
- Schools that have a larger student population at the intermediate level (grades 3-5) can implement interdisciplinary team organization, with instructional superintendent approval. For interdisciplinary team organization, students receive science and math from one teacher and social studies and language arts from another.
- **Grades 6-8** will be generally departmentalized. Students will rotate classes as is the case in many traditional middle grade programs. There is an option for Grade 6 to organize in the same manner as the preschool-Grade 5 classrooms.
- Principals, with instructional superintendent approval, will have flexibility in determining which of the following positions are needed for the effective functioning of the school program:

- o Assistant Principal;
- o Dean of Intervention/Student Support;
- o In-School Suspension Coordinator (ISS);
- o Behavior Specialist; and
- o Mental health provider (social worker/school counselor).
- Schools must be staffed with a social worker to support student academic, behavioral and social/emotional success.
- Schools must be staffed with a minimum of one instructional coach.
- Teachers of grades 7 and 8 must be secondary-certified and highly qualified in their content area.

PS-8 Guiding Principles:
- An interdisciplinary approach to teaching and learning should be supported by the budget at each school.
- A literacy-rich learning environment should be supported by the budget at each school.

PS–8 Class/Staffing Model:

Class	Duration	
English/Language Arts	Grades 1-5	600 minutes/week
	Grades 6-8	250 minutes/week
Math	Grades 1-5	450 minutes/week
	Grades 6-8	250 minutes/week
Science	Grades 1-5	150 minutes/week
	Grades 6-8	250 minutes/week
Social Studies	Grades 1-5	150 minutes/week
	Grades 6-8	250 minutes/week
Physical Education / Health	Maintain or increase time provided during SY 11-12	
Advisory	Grades 6-8	30 minutes/week
Electives	Grades 6-8	125 minutes/week *Optional scheduling available

*Electives may be scheduled for 125 minutes/week for the full school year or for 250 minutes/week for one semester.
Note: World language instruction (leading to credit) must be scheduled for 125 minutes/week for a full school year.

PS-8 Programmatic Features:
Students are to receive instruction in all core subject areas as well as having access to the following:
- Read 180:
  - o Read 180 schools must assign a dedicated teacher to the program and create schedules that ensure students enrolled receive a minimum of 70 minutes of instruction weekly.
  - o Students enrolled in Read 180 will have schedules with reduced time for elective instruction and/or science and social studies instruction.
- World Language:
  - o World language is to be offered at least in grades 7 and 8 of PS-8 schools. Schools that have the scheduling flexibility to offer world language experience/instruction in earlier grades are encouraged to do so.
  - o World language must be offered as a full-year course, but does not need to be scheduled for daily instruction. Students receive .5 credit for world language (course 1A) in Grade 7 and .5 credit in Grade 8 (course 1B). Successful completion of two years of world language allows students to receive one Carnegie Unit that will be counted on the high school transcript.
- Algebra:

- o Algebra is to be offered in Grade 8. Class size for algebra may be small initially as student cohort groups are to be identified and supported at earlier grades. Common Core Grade 8, focusing on linear algebra, will prepare all other Grade 8 students to be successful in algebra in Grade 9.
    - o Students will receive high school credit for taking and passing algebra in Grade 8.
- Electives:
    - o Electives are to be developmentally appropriate as they fulfill the needs and interests of the student population at each school.
- Extracurricular:
    - o Schools are to develop a plan for subsidizing extracurricular activities and programs inclusive of both internal staff and external partnerships/constituents.

- Schools can work together to determine how best staff can be shared between schools.

Early Childhood Education

Beginning in SY10-11, the Office of Early Childhood made significant changes to how Head Start operates in DCPS, namely to allow for the equitable distribution of its federal Head Start funds across all Title I schools that offer preschool and pre-kindergarten (PS/PK) grade levels. This new approach, the Head Start School-wide Model (HSSWM), combines the best elements of two program models serving 3- and 4-year-old children (Head Start and pre-K) and blends funding sources (federal and local) to form a coherent system of high-quality services and supports for early childhood students.

Every preschool and pre-kindergarten classroom (including a mixed-age classroom) must have one teacher and one aide assigned full-time in order to comply with federal and state standards. Staff must be in the classroom during their tour of duty and available to fulfill instructional tasks whenever students are present.

Personnel costs are included in the school budget based on enrollment projections by grade. If your personnel allocation is not sufficient to fully fund the teacher and the aide (perhaps because of an under-enrolled class or in certain combinations of mixed-age classrooms), you must draw the necessary funds from your flexible fund allocation to fully staff the teacher and aide in each classroom. Under no circumstances and at no time may an early childhood classroom be staffed with less than one full-time teacher and one full-time aide.
Centrally Funded School Supports: The HSSWM allows for the even distribution of Head Start grant dollars to all DCPS Title I schools with PS/PK grade levels that participate in HSSWM. These grant dollars support positions and services that serve to enhance the quality of early childhood programs at all Title I schools.

For SY12-13, all Head Start School-wide Model schools will benefit from the following supports:
- Early Childhood Field Trip Fund: Head Start funding will support each PS/PK classroom in taking two field trips per year.
- Early Childhood Substitutes Fund: Head Start funding will be used to pay for the costs of substitutes for PS/PK teachers and aides.
- ECE supplies and materials: Head Start funding will be used to purchase health and safety supplies on a quarterly basis. This includes, but is not limited to, items such as: pull-ups, wipes, cleaning products, first-aid kits, toothbrushes and toothpaste. Head Start funds also will continue to support the replenishment of early childhood classroom materials and all the furnishings for new PS/PK expansion classrooms.
- ECE Instructional Support: Each school is assigned an Early Childhood Instruction and/or Inclusion Specialist to provide ongoing professional development and school-specific technical assistance for PS/PK teachers and administrators.
- ECE Family Engagement Support: Each school is assigned a Community and Parent Outreach Coordinator and a Case Management Specialist to support family engagement and family support services. In addition, these staff members are available to assist schools in PS/PK recruitment and enrollment activities.

In addition, the Office of Early Childhood Education will continue the implementation and expansion of the Tools of the Mind curriculum. All the curricular materials, classroom supplies and professional development will be supported by Head Start grant funds.

School Nurses

All DCPS schools receive full-time nursing services coverage at no charge to the school. The nurses are provided through a contract between the DC Department of Health (DOH) and Children's National Medical Center (CNMC). As these are not DCPS employees, CNMC maintains all employer rights and responsibilities for these nurses (some specialized schools may receive additional nursing services). If a nurse at a participating school is unable to continue full-time employment, DOH will provide a replacement nurse for that school as soon as possible. Principals may work with the appropriate DOH supervisor to evaluate nurses and request any kind of disciplinary action or removal. Some schools have students with low-incidence disabilities that require nursing services beyond the capacity of the school nurse. The Office of Special Education will provide supplemental nursing services to schools serving these students. Information about the Office of Special Education can be found in the next section (IIB) of this guide.

Note: The nurses' union requires that only nursing professionals may evaluate these nurses. Principals may participate in this evaluation, but only DOH can formally conduct the evaluations.

Custodial Staff

When developing your school budget, it is important to be aware that all custodians can open buildings, but only RW5 Custodians and SW Foremen are allowed to close/secure a school building. In effect, RW3 Custodians cannot close/secure a school building. All schools require two custodial personnel to close the building. The custodial foremen positions and custodians are required position for SY12-13, and can be changed only via the petition process.

Custodial staff who can OPEN	Custodial staff who can CLOSE
SW-5	SW-5
SW-3	SW-3
SW-1	SW-1
RW-5	RW-5
RW-3	

LEA Representative

Under the Individuals with Disabilities Education Act (IDEA), each IEP team is to include an individual who serves as the "LEA representative." This person is defined as: A representative of the local education agency (LEA) who is qualified to provide, or supervise the provision of the following:

- Specialized instruction to meet the unique needs of children with disabilities;
- Knowledgeable about the general education curriculum; and
- Knowledgeable about the availability of resources of the LEA.

At local schools, DCPS defines the principal as the default LEA representative. **Principals must identify at least one other staff member to serve as their delegate LEA representative. The Office of Special Education must approve delegates during the school budget process**. The Office of Special Education will provide mandatory training to ensure all LEA representatives can fulfill their responsibilities under IDEA.

Special Education Staffing Allocations

Schools will receive special education teachers, paraprofessionals, psychologists and social workers based on total student enrollment and the number of students eligible for special education services as demonstrated by student IEPs. The Office of Special Education will fund all other related service providers, excluding social workers, centrally, but each principal will be informed of how many related service providers will be assigned to their schools. These assignments are also based on IEP needs and determined through examination of authorized reports. Given the complexity of supporting students with special needs, the Office of Special Education will provide technical assistance for any school requesting assistance with properly staffing the school to meet special education obligations.

Determining Special Education Teacher Allocations

Special education teachers are funded in the local school budget. Teacher allocations[*] will be budgeted using the following formula:

Category	Definition	Budgeted Teacher to Student Staffing Ratio**
K-8 students with full-time IEPs	Students with full-time IEPs receive specialized instruction for **60 percent (16.5 hours) or more** of the school week.	1:10
Grade 9-12 students with full-time IEPs	See above.	1:12
K-8 students with part-time IEPs	Students with part-time IEPs receive specialized instruction **less than 60 percent (16.5 hours)** of the school week.	1:18
Grade 9-12 students with part-time IEPs	See above.	1:20
K-12 students with full-time IEPs and the primary disability autism	Students with full-time IEPs and the primary disability Autism Spectrum Disorder (known as autism).	1:7
Early childhood students with IEPs	Students with IEPs in preschool or pre-kindergarten.	1:10
Early childhood students with IEPs and	Students with full-time IEPs and the	

---

[*]   These allocations are for determining the total number of special education teachers, not teacher caseload or classroom composition. Programmatically, principals should endeavor to create non-categorical classrooms whenever possible.

** These ratios are preferred but may be exceeded for the reasons outlined on page 79 of the current Washington Teachers' Union (WTU) contract.

the primary disability autism	primary disability Autism Spectrum Disorder (known as autism) in preschool or pre-kindergarten.	1:3

Office of Special Education staff will look at each school's staffing individually to determine if certain factors warranted different staffing, and adjustments will be made when appropriate. These factors included the following:

- Grade configuration for SY 12-13;
- Established early childhood programs for SY 12-13;
- Established autism programs for SY 12-13;
- Established programs for behavioral supports for SY 12-13;
- Overall average teacher caseload exceeding 1:15 ratio; and
- Fluctuating enrollment (Incarcerated Youth Program, CHOICE Academy, etc.).

If a school's budget development team believes this formula provides the school with an insufficient number of teachers, technical assistance is available prior to the time the school submits its budget to ensure proper staffing. Schools should contact the Office of Special Education if they believe the formula has not adequately captured their needs.

Determining Special Education Paraprofessional Allocations

During SY 11-12, special education paraprofessionals who provide classroom support will be funded on each school's budget. The Office of Special Education will continue to provide funding for dedicated aides.

Paraprofessional Job Description and Roles
DCPS has one job description for all special education paraprofessionals. For principals and staff, this means that any paraprofessional can serve either role — classroom support or dedicated services to special education students — at the discretion of the principal.

Paraprofessionals Providing Classroom Support
Paraprofessionals supporting the delivery of specialized instruction (formerly called "educational aides" or "instructional paraprofessionals") are funded in the local school budget. These paraprofessional allocations[*] will be budgeted using the following formula:

Category	Definition	Paraprofessional to Student Staffing Ratio
K-8 students with fulltime IEPs	Students with fulltime IEPs receive specialized instruction for **60 percent (16.5 hours) or more** of the school week.	1:10
Grade 9-12 students with fulltime IEPs	See above.	1:12
K-12 students with fulltime IEPs and the primary disability autism	Students with fulltime IEPs and the primary disability Autism Spectrum Disorder (known as autism).	1:3
Early childhood students with IEPs	Students with IEPs in preschool or pre-kindergarten.	1:10
Early childhood students with IEPs and the primary disability autism	Students with fulltime IEPs and the primary disability Autism Spectrum Disorder (known as autism) in	1:3

---

[*] Planners should keep in mind that these allocations are for determining the total number of special education paraprofessionals, not classroom composition or paraprofessionals' assignments.

preschool or pre-kindergarten.

IEP Paraprofessionals Providing Dedicated Services
Schools must follow specific procedures for assigning an IEP paraprofessional as outlined in the Office of Special Education Reference Guide. The Office of Special Education will be increasing its due diligence around IEP paraprofessional assignment and usage. The Office of Special Education will fund IEP paraprofessionals that are properly assigned. **Schools that improperly assign or renew IEP paraprofessionals outside of set protocol will be required to fund the positions from their school budget. Schools are required to complete performance assessments for all IEP paraprofessionals.**

Planners should keep in mind that IEP paraprofessionals may be assigned to one or more students with particular, intensive needs, pursuant to the students' IEPs. In short, by authoring IEP goals that provide students *access to a paraprofessional in support of specific IEP goals* rather than requiring the presence of an adult to support the student generally throughout the entire instructional day, schools can better target the use of paraprofessional time and effort toward goals pertaining to student achievement.

For additional information regarding IEP paraprofessionals, refer to the Office of Special Education Reference Guide (https://sites.google.com:443/a/dc.gov/office-of-special-education-reference-guide).

Determining School Support Positions

School Social Workers

When determining how to finalize school budgets, principals should consider the following uses of social workers:
- When behavioral support services are written into IEPs by school-based IEP teams, those duties take precedence in order to implement IEPs effectively and comply with IDEA;
- Implementing family and community engagement strategies, providing direct counseling services, staff professional development around social/emotional needs of students, among others;
- Coordinating school-level crisis response; and
- Serve as the primary liaison between schools and other DC government agencies (Department of Mental Health, Department of Youth and Rehabilitation Services, etc.).

School Psychologists

All schools will receive funding for school psychologist(s) based upon size and need. All schools will have at least 0.5 school psychologists assigned to them. Special education coordinators will not be funded as part of the SY 12-13 school allocation.   Schools may use flexible staffing fund to maintain this function.

Early Childhood Special Education

DCPS is increasing its efforts to meet IDEA obligations to intervene early when students may have disabilities. As a result, Early Stages has been charged with increasing the identification of 3- to 5-year-olds who are eligible for special education. Each school should expect to have additional special education students in its age 3-4 classrooms. School budgets include projections for these students.

IIC. OFFICE OF BILINGUAL EDUCATION BUDGET GUIDELINES

The number of bilingual/English Language Learner (ELL) staff assigned to each school is based on the numbers of English Language Learners (ELLs) served in your school. The projected numbers were provided by the Office of Bilingual Education and are based on current and historical enrollment. The number of staff (and budget allocation) assigned to each school is based on the following compliance formula:

Schools with 22 ELL Students or More

- One bilingual/ELL teacher for every 22 English Language Proficiency (ELP) Level I-IV students;
- One translation aide for every 50 ELP Level I students;
- One bilingual counselor for every 100 ELP Level I-IV students.

Schools with 11-16 ELL students (any level) will receive .5 bilingual/ELL teacher

Schools with Less Than 10 ELLs

- Schools with fewer than 10 ELL students (any level) will receive services by a bilingual/ELL itinerant teacher(s) assigned and managed by the Office of Bilingual Education. These staff members will not be school-based but will be deployed to each school to serve students.

The formula used by the Office of Bilingual Education to allocate bilingual/ELL teachers rounds to the nearest .5 FTE. For example, if your school has 37 ELLs, you will be assigned 1.5 bilingual/ELL teacher.

IID. TITLE FUNDS SPENDING REQUIREMENTS

Title I Part A

Title I funds are used for a variety of services and programs, with a special focus on instruction in reading and mathematics. Title I funds are to be used to **_supplement_** the amount of funds that would be made available from non-federal sources and not to **_supplant_** funds from the regular budget. The key objective of Title I funds is to close the achievement gap and serve the most disadvantaged students. The amount of Title I funds a school may receive is determined by its poverty rate (the number of students within a school that qualify for Free or Reduced-Priced Meals).

Schools with *poverty rates above 40 percent are designated to operate a school-wide Title program* whereas all students are served not just those who qualify for Free or Reduced-Priced Meals. Under this school-wide model, all Title funds (with the exception of the Title I parent involvement set-aside) are consolidated with local funds and used toward a school's personnel services (PS) expenses. These schools must use their Comprehensive School Plan as a guide to ensure that the federal requirements of these funds are met.

Schools with *poverty rates between 35-40 percent are considered Targeted Assistance schools* and must use educationally related criteria to identify those students who will receive Title I funded services. Funds are not consolidated in *Targeted Assistance schools;* local and grant funds are treated separately. Currently, DCPS has one Targeted Assistance school: Woodrow Wilson SHS.

Title I, Part A - Programmatic Guidelines
Provide programs and services geared toward improving student achievement, such as: - Reading and/or math resource instructor that provides intensive academic intervention to students; - Administrative Premium to pay teachers for before- or after-school tutorial programs; - Purchase of educational software and equipment to support and enhance classroom instruction; - Embedded professional development activities to support instruction; - Development of reading and math intervention programs targeting the most academically at-risk students; - Conferences that focus on strengthening leadership and instructional capacity within the school and support reform measures; and - Support for parental involvement activities included in the Comprehensive School Plan and/or articulated in the School Parental Involvement Policy's Parent Compact (*known as Parent Partner activities*).
Other Allowable Use
- Hire or contract personnel to provide instructional services; - Payment of stipends to parents as volunteer partners in the school; - Purchase of supplies and materials, equipment, software and reference materials; - Purchase of furniture for student/teacher computer stations and other instructional media; - Payment for approved local and out-of-town travel, hotel accommodations, conference, convention and registration fees supporting research-based strategies; - Payment for services that serve an educational purpose toward improving student achievement; - Payment of professional development activities which may include tuition and employee training to meet the highly qualified staffing requirements; and - Payment for grants and gratuities inclusive of incentive awards for students, staff and parents.
Non-Allowable Use
- Support catering services that are not explicitly and directly tied to its Title I program related to students and parents; - Fund extracurricular activities (i.e., Six Flags) and paraphernalia (i.e., iPads) not directly linked to a Title I academic program; or - Supplant (replace) funds from the required school budget.

Title II, Part A – Professional Development

Title II Part A funds may be used to support high-quality professional development activities as described by the No Child Left Behind Act. Funds may be used to provide follow-up training for teachers who have participated in professional development activities to ensure that the knowledge and skills learned by teachers are implemented in the classroom.

It should be noted that ***only Targeted Assistance and non-Title I schools have discretionary use of their Title II funds***. For schools *designated to operate a school-wide Title program*, all Title funds (with the exception of the Title I parent involvement set-aside) are consolidated with local funds and used toward a school's personnel services (PS) expenses.

Title II, Part A Programmatic Guidelines

Provide high-quality, sustained professional development services that do the following:
- Are intensive and yield a positive and lasting impact on classroom instruction and teacher's performance;
- Are not one-day short-term workshops or conferences, unless supported with a sustainability plan which is approved by the DCPS Office of Federal Programs and Grants;
- Improve and increase teachers' knowledge of core subjects they teach (English, reading or language arts, mathematics, science, world language, civics and government, economics, arts, history, and geography);
- Are an integral part of a school-wide improvement plan;
- Give teachers, principals and administrators the knowledge and skills to provide students with the opportunity to meet challenging content and performance standards;
- Improve classroom management skills;
- Support training of highly qualified teachers;
- Advance teacher understanding of effective instructional strategies that are impacted by scientifically based research and include strategies for improving academic performance;
- Are aligned with and directly related to the content standards;
- Are developed with extensive participation of teachers, principals, parents and administrators;
- Are regularly evaluated for their impact on increasing teacher effectiveness and improving student academic achievement.

Other Allowable Use
- Provide training for teachers and principals in the use of technology that improves teaching and learning in core academic subjects in which the teachers teach;
- Provide training to incorporate technology that enhances classroom instruction;
- Provide instruction in methods of teaching children with special needs;
- Provide instruction in the use of data and assessments to inform and instruct classroom practice;
- Provide instruction in ways that teachers, principals and pupil-services personnel can work more effectively with parents; and
- Attend conferences that are **supported with a sustainability plan** to ensure that essential information and strategies will have a lasting impact on classroom instruction.

Non-Allowable Use
- Provide direct services to students and parents;
- Purchase educational supplies, materials or equipment for student use;
- Construct facilities; or
- Supplant (replace) funds from the required school budget.

IIE. NON-PERSONNEL SPENDING (NPS)

Non-personnel spending (NPS) accounts for purchases outside of personnel expenditures. All schools receive an allocation of 2.75 percent (2.75%) of their total budget for NPS. Based on analysis of school needs from FY10-FY12, schools should consider the following when they budget for NPS needs:

Technology	Custodial Supplies	Travel	Office and Classroom Supplies	Support Services	Miscellaneous Expenditures

■ Printers
  ○ Ink
  ○ Maintenance
■ LCD Projectors
■ Interactive white boards
■ Computers for teachers
■ Software and licenses for computer programs
■ Graphing calculators (Grade 8 Algebra – ULM)
	■ Cleaning
	■ Maintenance
	■ Ice Melt
	■ Equipment
	  ○ Lawn mowers
		■ Professional development
		■ Field trips*
		■ Transportation assistance for students experiencing hardship*
			■ Copy paper
			■ General teacher supplies
			■ Math manipulatives, art, science, music supplies
			■ Laboratory safety equipment
			■ Library books
			■ Printing
			■ Furniture (desks, cafeteria tables, etc.)
			■ Bulletin boards/white boards
				■ Medical
				■ Security equipment
				■ Contractors and professional services
					■ School-specific needs

*Transportation for student field trips and homeless youth should be a consideration in the budget:
- As of October 2011, The Office of the State Superintendent Department of Transportation (OSSE DOT) no longer provides transportation for field trips for DCPS schools.
- The DCPS Homeless Children and Youth Program provides central office resources to support students in temporary or transitional housing; there are specific eligibility criteria for these resources.
  - For students that are not eligible for transportation assistance via the Homeless Children and Youth Program, limited resources are available centrally through the Neediest Kids Fund.
  - If the level of student need will exceed the resources that are available centrally, it is recommended that schools include additional NPS funds for transportation assistance in their budget.

Additional Budget Specifications

Overtime for custodians, paraprofessionals and security should be fully accounted in the local school budget. As a point of reference, schools should budget based on historical expenditures.

- Overtime costs should cover custodial overtime for weather events and special school events outside of regular school hours (dances, performances, athletics, etc.).
- Overtime costs should cover additional security costs associated with special school events outside of regular school hours (dances, performances, athletics, etc.).
- Overtime costs should cover the use of paraprofessionals working beyond their normal tour of duty.

For additional information on administrative premium, please refer to the appendices.

On-site OCTO technician position: Schools have the option of using their NPS funds to hire a full-time Tier II (on-site) technician to support their technology needs (computer labs, mobile carts, basic Internet connectivity troubleshooting, etc.). Principals may work with OCTO management to specify budget, skill set and scope of support. Technicians will have experience with OCTO supporting DC Public Schools. An on-site technician will significantly reduce the need to call OCTO for technical support. Cost ranges from approximately $50,000-$90,000 annually, depending on technician skill set. Schools may partner to share one full-time tech. Funds would be transferred to OCTO via a memorandum of understanding (MOU). For more information, contact Chelsea Rock, Director of Technology in the Office of the Chief Operating Officer, at 202-442-5124.

Computer refresh schedule: Schools should budget to replace computers (laptop and desktop models) every three-five years. As a reminder, the central office does not provide or distribute computers for schools, though staff members are encouraged to check periodically with warehouse staff to see if donated systems are available. Investing in extending the life of out-of-warranty machines (e.g. adding memory, repeatedly upgrading operating systems, etc.) is discouraged. Please refer to the OCTO Hardware Standards website for the most up-to-date OCTO-supported computer configurations: https://sites.google.com/a/dc.gov/dcps-hardware-standards/. If your needs are not met by the standards listed on this site, please contact IT ServUs at servus.helpdesk@dc.gov and request assistance building a customized quote from Dell or Apple. Additional questions may be directed to Chelsea Rock at 202-442-5124.

Budgeting for the Achievement Network (ANET)

During SY12-13, schools that are currently partnering with ANet will have the _option_ of continuing their partnership. The partnership will not be mandatory. The amount that schools will be responsible for paying will vary according to when and how they began working with ANet. Schools that would like to continue working with ANet in SY12-13 should reference the table below to determine the projected **base cost** of the program. In addition to the base cost, it is recommended that ANet schools budget for the following:

Printing of ANet assessments: $20-$25 per student per year; and
Administrative premium: $408 per teacher per year (12 hours of after-school data meetings)*

*Schools that plan to hold their data meetings during PD days do not need to budget for administrative premium.

The central office will not subsidize the cost of ANet at any schools in SY12-13.

School	Projected Base Price	School	Projected Base Price
AMIDON-BOWEN	$25,000	MAURY	$19,000
BANCROFT	$20,000	MILLER KELLY	$25,000
BARNARD	$25,000	MINER	$19,000
BRENT	$19,000	ORR	$19,000
BRIGHTWOOD	$20,000	PAYNE	$20,000
BROWNE	$20,000	PLUMMER	$25,000
BRUCE-MONROE	$20,000	POWELL	$19,000
CLEVELAND	$25,000	RANDLE HIGHLANDS	$20,000
COLUMBIA HEIGHTS	$19,000	RAYMOND	$25,000
FEREBEE-HOPE	$25,000	REED	$25,000
FRANCIS-STEVENS	$25,000	SHAW	$20,000
HART	$20,000	SMOTHERS	$19,000
HENDLEY	$25,000	SOUSA	$14,000
HYDE	$19,000	STUART-HOBSON	$19,000
JANNEY	$19,000	TAKOMA	$20,000
KIMBALL	$25,000	TRUESDELL	$25,000
LAFAYETTE	$20,000	TUBMAN	$19,000
LECKIE	$20,000	WALKER-JONES	$19,000
M.C. Terrell	$25,000	WEST	$20,000
MANN	$19,000		

ANET Cost Chart

School Category	School	Financial Responsibility for ANet (SY 10-11)	Expected Financial Responsibility for ANet (SY 11-12)
ANet Pilot Schools	Columbia Heights EC	$ -	$ 8,000.00
	Truesdell EC	$ -	$ 8,000.00
	Cleveland ES	$ -	$ 8,000.00
	Tyler ES	$ -	$ 8,000.00
	Sousa MS	$ -	$ 4,000.00
	Barnard ES	$ -	$ 8,000.00
	Hyde ES	$ 528.78	$ 8,000.00
	Brent ES	$ -	$ 8,000.00
	Orr ES	$ 9,525.78	$ 8,000.00
	Smothers ES	$ 3,025.78	$ 8,000.00
Non-pilot collaborative schools	Janney ES	$ 789.00	$ 23,000.00
	Hardy MS	$ 1,039.87	$ 23,000.00
	Mann ES	$ 10,263.00	$ 23,000.00
	Maury ES	$ 3,590.78	$ 23,000.00
	Miner ES	$ 8,025.78	$ 26,000.00
	Walker-Jones ES	$ 10,763.00	$ 23,000.00
	Wheatley ES	$ 263.00	$ 23,000.00
Restructuring Schools	Amidon-Bowen ES	$ -	$ -
	Ferebee-Hope ES	$ -	$ -
	Hendley ES	$ -	$ -
	Kimball ES	$ -	$ -
	Plummer ES	$ -	$ -
	Powell ES	$ -	$ -
	Marie Reed ES	$ -	$ -
	Savoy ES	$ -	$ -
	Kelly Miller MS	$ -	$ -
	Winston EC	$ -	$ -
	Francis-Stevens EC	$ -	$ -
	Raymond EC	$ -	$ -
	MC Terrell ES	$ -	$ -
	Tubman ES	$ -	$ -
	Stuart-Hobson MS	$ -	$ -
6 New Schools (TBD)		$ -	$ 20,000.00

IIF. Class Size Requirements

Class Size

Research indicates that smaller class size is linked with increased student achievement for early childhood. Preschool and pre-K classrooms must have both a teacher and an aide at all times. Class sizes in the mid-20s in the elementary grades are consistent with research on good practice.

Maximum Class Size (WTU Contract 23.13.1)

Class Type	Maximum Size
Preschool (3 year olds), 1 teacher and 1 aide	**15***
Mixed age (3 and 4 year old classrooms, no more than 50 percent 3 year olds)1 teacher and 1 aide:	17
Pre-K (4 year olds) 1 teacher and 1 aide	**20**
Montessori classrooms (1 teacher and 1 aide),	24**
Kindergarten through grade 2	**20**
Grades 3 through 12	**25**
Remedial Classes	**12**
Career and Tech Education	**18**

*Does not include priority OSE seat.
**Montessori classrooms are the only early childhood classrooms allowed to exceed the ratios.

The Office of Special Education recommends developing cross-categorical classes wherever appropriate. Classes that are developed by looking first at the educational needs prescribed in IEPs will have more opportunities for student achievement gains than classes developed based on primary disability.

IEP Caseloads

The IEP caseload should exceed 15 IEPs per teacher. In cases where a special education teacher is required or agrees to act as case manager for more than 15 students with IEPs, the WTU Contract provides that the teacher will receive three hours of administrative premium per year for each student over 15. (WTU Contract; 23.13.2.4, 24.5.5). For example, if a special education teacher acts as case manager for 16 students with IEPs he/she will receive $102 per year; for 17 students with IEPs he/she will receive $204 per year, and so on.

Acceptable Reasons for Altering Class Sizes

Schools should make a reasonable effort to meet the classroom requirements. However, schools may need to alter class sizes for the following reasons (WTU Contract 23.13.3):

- Lack of sufficient funds for equipment, supplies or rental of classroom space;
- Lack of classroom space and/or personnel available to permit scheduling of any additional class or classes in order to reduce class size;
- Conformity to the class size objective because it would result in the organization of half or part-time classes;
- A class larger than the above is necessary and desirable in order to provide for specialized or experimental instruction;
- Placement of pupils in a subject class for which there is only one on a grade level; or

- Size of specific classroom space is inadequate.
- ***Early childhood classrooms cannot exceed the ratios and group sizes listed above for any reason.***

Multi-Age Classrooms

Research on multi-age classrooms demonstrates that students in these settings do as well or better than they would have in single-grade classrooms. Mixed-age classrooms in early childhood programs cannot include children of kindergarten age. By creating multi-age classrooms, you can both effectively serve the students in the classroom and provide a breadth of services to all children. Schools should work with their instructional superintendent to make decisions relative to where multi-age classrooms can best support the needs of their schools.

Part III: The Budget Process

Part III of the Budget Guide outlines the process for creating a local school budget. In Part III, you will find the following:

- Methods for Maximizing Budget Potential;
- The Budget Petition Process;
- SY11-12 Staff Excessing Procedures;
- Principal Engagement with the LSAT and School Community;
- Tools for Finalizing the Budget; and
- Budget Guide Appendices.

Comprehensive Staffing Model Funds

The Comprehensive Staffing Model (CSM) consists of positions that cannot be changed or modified under any circumstance, other than through a petition approved by the chancellor. These "Required Staffing" positions include the positions delineated in Part I of this guide and on the CSM sheet.

Art, Music, PE

If a school participates in the Fillmore Arts Program, art and music can be changed without a petition. The cost of Fillmore will be equal to the total allocation of Art and Music positions allocated to the school. For example, if the school receives 0.5 Full-Time Employee (FTE) Art and Music positions the cost of those positions will be allocated to the Fillmore program and removed from the participating school's budget. Conversely, schools can opt-out of the Fillmore program, thereby maintaining their Art and Music allocation, which must go toward staffing those positions. Currently, the Fillmore schools are: Garrison, Hearst, Hyde, Key, Raymond, Ross, Stoddert, Truesdell and West.

Flexible Staffing Funds

The majority of CSM funds is unrestricted (flexible staffing) funds to finance the operation of each school and should be *allocated by the principal to expenditures (personnel and non-personnel) that would best support the school's academic achievement.* These resources fund teachers and support staff, building leadership, supplies and materials, field trips, and substitutes. CSM funds constitute the majority of resources allocated to each school and should be used to support the required program.

Sharing Staff Between Schools

One strategy to maximize resources at the school level is to share staff between two schools. For example, two buildings may partner to share one art teacher and one music teacher, enabling the students of both schools to have art and music education. Similar arrangements could occur with other staff. Schools, with the permission of the instructional superintendent, may share building administrators between two schools. The intention is for schools to be creative in ways to maximize the instructional opportunities for children.

Arrangements to share staff are executed through an agreement signed by each principal as well as the appropriate instructional superintendent(s). This agreement must stipulate which principal is responsible for evaluation and timekeeping for the individual. Scheduling should be finalized early enough to ensure alignment with the master scheduling process, and schools should share staff within general close proximity. Please see Appendix B: Shared Personnel Services Agreement.

IIIC. FY13 STAFF EXCESSING AND CLDF PROCESSES

An "excess" is the elimination of a WTU position at a school due to a reduction in the local school budget, change in student enrollment, a restructuring, or a change in the local school program. A similar process called Competitive Level Documentation Form (CLDF) must be followed for reducing the number of non-WTU positions on a campus. Schools that eliminate positions during the budgeting process must follow the appropriate process for the type of position as outlined below.

Step One: Select the Type of Position to Eliminate
As part of the budget development process, principals must first determine which types of positions, if any, will be eliminated for SY12-13 (i.e., positions that are currently on the FY12 budget, but will not exist in FY13).

If your school elects to make changes to positions on your school budget for FY13, you must first meet with your Local School Advisory Team (LSAT) to get input regarding which position or positions to change. This is both a general requirement of the school budgeting process and a specific requirement of the Washington Teachers' Union (WTU) contract. Regardless of whether the positions identified are WTU and/or non-WTU, you must meet with your school's LSAT. Your LSAT should record recommended position changes in the QuickBase tool as part of the budget sign-off process. If the LSAT does not make a recommendation, the principal must note this in the budget sign-off process.

Principals are not required to adopt the LSAT's recommendation. However, if you elect to eliminate a different position, you must provide the LSAT a written explanation of why your decision differed from the LSAT recommendation. The QuickBase budget application provides a space for the LSAT to make its recommendation and for principals to enter their response, which will generate a form letter e-mail to the LSAT. **Principals should *not* inform their LSATs of final excessing decisions until they receive notification from DCPS Human Resources. Letters will be submitted to LSATs in late spring 2012.**

Step Two: Select the Specific Employee(s) to Be Affected
Once principals have determined which position type(s) to eliminate, they must select which specific employees will be affected. Then they must follow the appropriate process below for excessing or eliminating the position.

For non-WTU members. If principals eliminate a non-WTU position and they have a vacancy included in the type of position they plan to eliminate, principals must eliminate that vacancy. For example, if principals elect to eliminate a paraprofessional position and have three filled and one vacant paraprofessional position in FY12, then they must eliminate the vacant paraprofessional position for FY13. If they do not have a vacancy in the type of position they plan to eliminate, Human Resources staffing specialists will assist principals with the Competitive Level Documentation Form (CLDF) process.

Principals will make the final decision regarding who will be affected within each competitive level based on the following rubric:

Category	Rating	Points
1) Performance evaluation	Highest	50
	Second Highest	40
	Third Highest	30
	Fourth Highest	0
	Lowest	0
2) Supplemental experience as demonstrated on the job	High	20
	Medium	10
	Low	0
3) School needs	High	20
	Medium	10
	Low	0
4) Length of service*	20+ Years	10
	10-19 Years	5
	1-9 Years	1
***Individuals with DC residency will receive a five-year service credit. Individuals with veteran status also will receive a five-year service credit. Individuals who have a highly effective rating will receive four years of service credit.**		

After school budgets are developed, the Office of Human Resources will assist principals in completing the required documentation for this process utilizing the CLDF process and defined rating categories (see Appendix E for details). Principals will complete the CLDF(s) at required staffing sessions at the DCPS Central Office. The employee with the lowest CLDF score will be eliminated from the school's budget.

For WTU Members. If principals eliminate a WTU position and they have a vacancy included in the subject area that they plan to eliminate, they must eliminate that vacancy. For example, if principals elect to eliminate an English teacher position and have three filled and one vacant English teacher position in FY12, then they must eliminate the vacant English teacher position for FY13. If all positions in the subject area they are excessing are filled in FY12, then principals must first inform their Personnel Committee of their intent to excess. The Personnel Committee must make a recommendation about who should be excessed through this process.

The principal is not required to follow the recommendation of the Personnel Committee. In fact, principals are required to make a determination about which employee to excess based on the rubric described below. However, if the principal's decision differs from the Personnel Committee's recommendation, the principal must provide an explanation in writing. Just as with the LSAT recommendation, this will occur within the budget application. **In May, Human Resources will provide principals with the date that these letters should be shared with Personnel Committees**. **Principals should *not* inform their personnel committees of final excessing decisions until they receive notification from DCPS Human Resources. Letters will be submitted to Personnel Committees in late spring 2012.**

Principals will make the final decision regarding who will be excessed *within each affected subject area* based on the following rubric:

Category	Rating	Points
1) Previous year's final evaluation	Highest	50
	Second Highest	40
	Third Highest	30
	Fourth Highest	0
	Lowest	0
2) Unique skills and qualifications	High	20
	Medium	10
	Low	0
3) Other contributions to the local educational program	High	20
	Medium	10
	Low	0
4) Length of service*	20+ Years	10
	10-19 Years	5
	1-9 Years	1
***Individuals with DC residency at the time of excessing will receive a five-year service credit. Individuals with veteran status at the time of excessing also will receive a five-year service credit.**		

The Office of Human Resources will assist principals in completing the required documentation for this process utilizing the "Performance Based Excessing Documentation Form" and defined rating categories (see Appendix E for details). Principals will complete the Performance Based Excessing Documentation Forms at required staffing sessions at the DCPS Central Office.

Excess WTU members will be subject to the excessing provisions in section 4.5 of the WTU contract.

Step Three: Employee Notification
DCPS Human Resources will prepare notification documents for principals to deliver to affected employees in May. **Local schools should *not* notify these employees until they receive these notification documents from DCPS Human Resources.**

Part-Time Positions
For WTU-Members
- If a school converts a current full-time (1 FTE) position to a part-time (0.5 FTE) position for SY12-13, the incumbent employee will have rights to the 0.5 FTE position. (WTU Contract 4.5.3.2.)

- If a school converts one position to 0.5 FTE among multiple one FTE positions in the same subject area for SY12-13, the employees ranked highest in the WTU excessing process will have rights to the full-time positions.

  For example, if you have three 1.0 FTE art teachers now and budget for 2.5 FTE art positions for SY12-13, the teacher with the lowest score will be placed in the 0.5 FTE position.

- Teachers whose positions are reduced to 0.5 FTE and do not find another 0.5 FTE will have the option to convert to 0.5 FTE for SY12-13. Teachers who choose not to be converted to a 0.5 FTE employee will be subject to Options for Excessed Permanent Status Teachers (WTU Contract 4.5.5).

For non-WTU members:

- If a school converts a current full-time (1 FTE) position to part time (0.5 FTE) for SY12-13, the incumbent employee will have first rights to the 0.5 FTE position. The incumbent may seek but is not entitled to another 0.5 FTE position in the system.

  For example, if a current 1 FTE dean of students position is being converted to 0.5 FTE for SY12-13, the current dean of students will have rights to the 0.5 FTE position.

- If a school has two or more full-time employees in the same position and determines that 1 FTE will be reduced, the principal must complete the CLDF process outlined above. The lower or lowest scoring employee will be the one whose FTE will be reduced.

IIID. ENGAGING THE LSAT AND SCHOOL COMMUNITY IN BUDGETING PROCESS

The principal is ultimately responsible for making decisions regarding the school's budget, staffing and academic planning. Principals must ensure that their budget is aligned with the DCPS Effective Schools Framework and Comprehensive School Plan, and should work closely with their instructional superintendent. Further, principals should work to involve various members of their school community, including the Local School Advisory Team (LSAT), in developing the budget as this brings valuable community insight to the process.

During the preliminary budget process, the principal should share information with the LSAT about the school's performance (e.g., testing scores and benchmarks met in the comprehensive school plan, etc.). Providing this information before the budget discussion will help the LSAT understand the academic needs and goals of the school as well as the principal's vision for the school. This is also the time to provide the LSAT with issues to consider that have budgetary impact (e.g., methods to leverage family engagement and costs and benefits of certain programs or activities, etc.). During the budget discussions, the principal can relate back to these earlier discussions about the school's performance and goals for next year.

 Before the school's budget is submitted, the principal should share the budget with the LSAT (and the school community). The LSAT does not have to agree with the budget but they do need to be informed.

As part of the FY13 budget process, LSAT chairpersons will be given a signoff in the QuickBase technology used for budgeting. QuickBase signoff's will be given in the week after the budget allocations are released to schools. This will require the chairperson to confirm that that the LSAT was briefed and consulted about the school's budget.

After a school's budget has been approved by the central office, the school's principal is expected to present the finalized budge to the school community.

KEY NAMES AND CONTACT INFORMATION

As the budgeting process impacts all aspects of a school's operations, the DCPS central office is aligned to assist schools throughout the development of a budget. Further, staff is available to provide support throughout the year.

Cluster	Staffing Coordinator	Bilingual Education	Special Education
I	Monique Weekes 202.442.5394	Elba Garcia 202.671.0750	Donna Anthony 202.442.5455
II	Kate Stephens 202.535.1298	Elba Garcia 202.671.0750	Donna Anthony 202.442. 5455
III	Kate Stephens 202.535.1298	Elba Garcia 202.671.0750	Donna Anthony 202.442. 5455
IV	Monique Weekes 202.442.5394	Elba Garcia 202.671.0750	Donna Anthony 202.442. 5455
V	Darrell (D. J.) Brooks 202.442.5031	Elba Garcia 202.671.0750	Donna Anthony 202.442. 5455
VI	Kate Stephens 202.535.1298	Elba Garcia 202.671.0750	Donna Anthony 202.442. 5455
VII	Monique Weekes 202.442.5394	Elba Garcia 202.671.0750	Donna Anthony 202.442. 5455
VIII	Darrell (D. J.) Brooks 202.442.5031	Elba Garcia 202.671.0750	Donna Anthony 202.442. 5455
IX	Dominique Odesola 202.442.5354	Elba Garcia 202.671.0750	Donna Anthony 202.442. 5455
X	Dominique Odesola 202.442.5354	Elba Garcia 202.671.0750	Donna Anthony 202.442. 5455
XI	Dominique Odesola 202.442.5354	Elba Garcia 202.671.0750	Donna Anthony 202.442. 5455
XII	Darrell (D. J.) Brooks 202.442.5031	Elba Garcia 202.671.0750	Donna Anthony 202.442. 5455

Additional Contacts

John Petersen	425-3803	Budget Team, Office of the Chief of Staff, DCPS
Christopher Rinkus	442-5679	Budget Team, Office of the Chief of Staff, DCPS
Regina Youngblood	442-6365	Deputy Chief, Human Resources
Elba Garcia	576-8851	Director, Office of Bilingual Education
Donna Anthony	442-5455	Chief of Staff, Office of Special Education
Paul Webb	442-7695	Manager, Staffing Services

** Email for all individuals is firstname.lastname@dc.gov. (Exception: DonnaM.Anthony@dc.gov)

Schedule A – FY13

Once the budget cycle is complete, Human Resources, in conjunction with the Office of the Chief Financial Officer will work with the principals to develop their Schedule A for FY13 in accordance to their funding allocation.

The technology that will be made available in QuickBase will incorporate staffing elements specific to each school to assist schools in planning. It is the responsibility of principals to have their building seniority as a reference as they budget. After a school's budget has been approved, Human Resources will begin working with principals to hire or excess the affected positions.

APPENDIX B: Sharing 0.5 Positions

The following represents the agreement between _____, the Primary School, and _____, the Partner School, to share the services of one budgeted position supported 50-percent by the primary school and 50-percent by the partner school.

The two school administrators have agreed, as signed below, for _____ to serve as the primary school. In response, funds from the partner school will be transferred to the primary school's budget for accounting and time reporting purposes. The budgeted position should be reflected on each schools Schedule A and PS worksheet as .5 Full-Time Equivalents.

Primary school		
Position No.	Position Title	Employee Name
Partner school		
Position No.	Position Title	Employee Name

PRIMARY SCHOOL:

School Name: _____

Principal: _____

Signed: _____   Date: _____
              Principal

PARTNER SCHOOL:

School Name: _____

Principal: _____

Signed: _____   Date: _____
              Principal

Approved by:

Signed :   _____   Date: _____
              Instructional Superintendent (primary school)

> Upon completion by the principals, this form should be submitted to the Primary School instructional superintendent for approval and submitted as a petition, through the petition process.

APPENDIX C: BUDGET PETITION

All budget petitions for FY13 will be done via QuickBase. Principals should immediately engage and obtain approval to submit a petition from their Instructional Superintendent.   Only petitions approved by an Instructional Superintendent will be forwarded to the Chancellor for final approval.

Changes to the allocations after the initial release can be made in two scenarios: 1) a "budget-neutral" change request via petition, or 2) minor corrections to budget errors, such as an accounting problem. Last year, DCPS received more than 100 unique petitions. Some of the petitions received fell outside the scope of the petition process — meaning they were either not allowable or were not budget-neutral.

To help you navigate the petition process, it may be easiest to begin with what petitions *aren't.* Petitions should **not** be viewed as:

- **Requests for additional funding.** School budget allocations are based on projected student enrollment and the composition of that projected study body. This means schools receive funds commensurate with the number of students to be enrolled and additional funding dependent on the identified needs of these students (which would include special education or ELL services, for example). Submitted petitions must be cost-neutral – within your school's initial budget allocation.

- **Requests to adjust projected enrollment.** Projected enrollments were released in late December with a two-week review period for principals to provide feedback, including any requests for adjustment. Once that process closes, DCPS reports those numbers to the Office of the State Superintendent of Education and focus budget allocations toward serving that projected number of students. At this stage, projected enrollments are set.

- **Requests to modify special education or English Language Learner (ELL) staffing.** Special education and/or ELL staffing is based on an analysis of individual student needs at each school. For special education students, the staffing ratios are based on the hours in student IEPs. ELL staffing is also based on a ratio built from the student levels established during ACCESS testing or student placement testing.

Petitions remain an opportunity to repurpose funding associated with the <u>required</u> staffing positions in the CSM. While there are a few specific areas that cannot be petitioned (see above), there is still opportunity for principals to submit petitions that would have an impact on their school budget. An example would be:

- **Requests to modify the Art/Music/Physical Education Teacher requirement** (for elementary schools and for elementary grades within education campuses.) While all elementary schools and elementary grades within education campuses are required to offer art, music, and physical education, there may be more than one way to achieve that goal. Principals are welcome to submit petitions that detail how they will offer those three courses without necessarily staffing three unique positions. If the petition is accepted, the funding may be repurposed for another use.

In short, principals are welcome to review their required staffing and develop proposals that may modify required staffing detailed in the CSM. The critical piece for principals is developing a strong rationale to support any petitions, and ensuring that detail is fully captured in the petition submission via QuickBase. Once submitted, the petitions will be reviewed by the appropriate central program office, and the chancellor. If a petition is approved, it will be communicated back to the principal.

A few other important considerations for the petition process:

- All petition submissions will be submitted via the budget QuickBase application (e-mails and faxes will not be considered).

- All petitions must be budget-neutral, meaning that no requests for additional funding will be considered. The school's total allocation will not change as part of the petition process.

- Petitions will be considered **on a rolling basis**. Like any rolling deadline, the earlier you submit, the quicker you may expect a response. All elementary school petitions are due no later than March 7, 2011.

- Principals should build their budgets as if their petition will **not** be accepted. This means, no waiting until the last minute to create your budget because you're awaiting a petition response. Proceed as if the petition will not be accepted, and if it is in fact accepted, that adjustment may be made to a close-to-final budget.

- If your superintendent does not approve your petition, it will not move forward for consideration.

- If you submitted a petition last year, you still have to resubmit for this year. There is no guarantee that last year's petitions will automatically be accepted for the upcoming year.

APPENDIX D: COMPETITIVE LEVEL DOCUMENTATION FORM PROCESSING CATEGORIES

The following is a brief overview of each rating category for non-WTU members. DCPS Office of Human Resources will provide data Category 1 and Category 4 at the staffing sessions. Principals will rate employees in Category 2 and Category 3 and will be asked to provide written evidence to support each rating. Principals should prepare this supporting evidence in advance of the staffing session.

Category 1. Performance

DCPS shall use all data gathered from the formal evaluation process as of the date of the CLDF decision when assigning points for Category 1.

This is the employee's rating for SY10-11. DCPS will use data gathered through the IMPACT evaluation process when assigning points for Category 1 for WTU members who are new to DCPS (as they will not have an evaluation from a previous year). ***Principals will be able to view IMPACT data on their school Schedule A in QuickBase.***

Based on this data, staff will be assigned to one of four rating groups and assigned the appropriate number of points, i.e., Highly Effective (50 points); Effective (40 points); Minimally Effective (30 points) and Ineffective (0 points).

Category 2. Supplemental Experience as demonstrated on the job

At the staffing sessions, principals will rate each employee in the same competitive level with a score of 0, 10, or 20, with 20 points being the highest score. This category is for experience demonstrated on the job that is not typical of employees in this type of position. Examples in this category include:

1. An employee who has taken the initiative to create a program or activity, organize its implementation and see it through to completion;
2. An employee who, through his own initiative, starts a new voluntary school clean-up program, trains students on recycling and maintaining clean facilities, and works with students outside of school time to make upkeep of the school facility an educational activity;
3. An employee who learns a world language to be able to communicate more effectively with students or their parents; and
4. An employee who improves a business process.

Category 3. School needs

At the staffing sessions, principals will rate each employee in the same competitive level with a score of 0, 10, or 20, with 20 points being the highest score. This category is for special knowledge, skills, or abilities that meet the school's needs, including specialized education/training or accomplishments. Examples in this category include:

1. Licenses or degrees beyond what is required for licensure that are relevant to the employee's work; and
2. Skills developed from training programs that are relevant to the employee's work and are not shared by a majority of other employees in the same subject area.

Category 4. Length of service.

Human Resources will complete the scoring for this category. WTU members will be assigned to one of three rating groups and assigned the appropriate number of points, i.e., 20 or more years (10 points); 10-19 years (5 points); 1-9 years (1 point). ***Principals will be able to view length of service data on their school Schedule A in QuickBase.***

<u>Prohibited Factors.</u>

Under no circumstances can any of the following factors be considered, either positively or negatively, in rating employees.

Race	**Color**	**Religion**
National Origin	**Sex**	**Age**
Marital Status	**Personal Appearance**	**Sexual Orientation**
Gender Identity	**Gender Expression**	**Family Responsibilities**
Genetic Information	**Disability**	**Matriculation**
Political Affiliation	**Union Status**	**Approved Leave Status or Prior Use of Approved Leave***
		Family Status
		Source of Income
		Status as a Victim of Interfamily Offense
		Place of Residence or Business (except as a factor in providing credit for DC residents)

*When assessing employees who have taken approved leave, e.g., Family & Medical Leave or Workers' Compensation Leave, during the school year, assess them based on the performance they exhibited while at school. In the event that the employee with the lowest rubric or CLDF score is currently on leave, please notify the Office of Human Resources for appropriate next steps.

Appendix E: Enrollment Projection Methodology

The base of the model is the Oct. 5, 2011, official reported enrollment, as submitted to OSSE. Using those numbers, we go through a process to develop a conservative estimate of a projected Oct. 5, 2011, enrollment. This is the same basic process we have used since SY 08-09. The following bullets summarize the process:

- Step 1: Using four years of enrollment history, we apply grade-by-grade trends at each school to adjust the rising cohort numbers. For example, if a school has a history of losing 10 percent of its rising fifth-grade class, we will apply that loss rate to this year's fourth-grade enrollment. Past work with various statistical models has demonstrated that this cohort model is by far the strongest predictor of future enrollment.
- Step 2: DCPS adjusts the cohort-derived numbers to reflect planned programmatic changes for SY 12-13. This includes changes in grade configuration, planned expansion of early childhood classrooms, and planned introduction of new special education programs.
- Step 2a: DCPS adjusts the kindergarten numbers to reflect changes in 1) birth trends within individual census tracks, five years ago, and 2) trends in DCPS's "capture rate." Capture rate refers to the percentage of students born five years previous who end up enrolling in DCPS kindergarten in a given year. Because kindergarten is the first compulsory grade, the cohort model is not an accurate predictor.
- Step 3: DCPS adjusts the projection to reflect individual school and grade performance on the SY11-12 audit (the latest audit for which we have data). Schools that tend to "lose" students in the audit, had their projection discounted accordingly.
- Step 4: DCPS reviews overall grade-level and school-level trends to ensure that the aggregate numbers reflect the four-year trends. For example, our cohort loss rate has been steadily declining over four years for rising first graders, so we want to ensure that our individual school and grade numbers aggregate into a reflection of that trend. Where trends looked incorrect, we went back to the individual school- and grade-level data to check for anomalies.
- Step 5: DCPS shares preliminary projections with each principal, through an online portal (mid-December). Principals review their projection (including being able to see their own four year history, for context), and either approve the projection, or petition to change it. Any petition for change had to include specific rationale for that change. We reviewed all petitions case by case and then approved or denied them, based on the strength and specificity of the argument.

Administrative premium pay is a negotiated compensation for Washington Teachers' Union (WTU) members only. The amount of administrative premium pay is set forth in article 36.8.2 of the collective bargaining agreement with that union.

In accordance with the WTU collective bargaining agreement (article 36.8.1), Teachers working in second jobs as part of the following programs shall be paid at the rate set for administrative premium pay:
- Summer School;
- Saturday School; and After-school programs;

Similarly, administrative premium pay shall be provided to Teachers for participating in:

- Class coverage/loss of planning period-loss of lunch period
- Exceeding IEP Case Manager limit; and
- Other eligible activities approved by the Supervisor or DCPS.

The information that follows provides supplementary guidance to clarify the above and set forth a formal District of Columbia Public Schools policy for administrative premium pay.

Administrative Premium Pay
Administrative premium pay is an hourly rate for approved activities completed, usually, beyond the normal tour of duty. For the purposes of this guidance, administrative premium pay will not be defined as work completed in a second job (i.e. Summer School, After School, or Saturday School).

Eligibility
Teacher will be defined as any ET 15 (including ET 15/12, ET 15/11, and ET 15/10) or EG 9 member of the Washington Teachers Union. No other employee or non-employee of the DCPS is eligible for administrative premium pay.

Principals must ensure that there are sufficient funds in the appropriate funding codes to pay administrative premium before authorizing the activities below.

Glossary of Terms

Comprehensive Staffing Model (CSM): This is the staffing model that DCPS uses to allocate required faculty and staff for every school.

Excess
An excess is an elimination of a Teacher's position at a particular school due to a decline in student enrollment, a reduction in the local school budget, a closing or consolidation, a restructuring, or a change in the local school program, when such an elimination is not a "reduction in force" (RIF) or "abolishment."

Flexible Staffing: These are positions that the local school community (principals, LSAT, School Personnel Committee) determine, with the school principal making the final staffing decisions.

Local School Advisory Team (LSAT) is a group of elected and appointed members that shall exist in every DCPS school. The team consists of parents, teachers, non-instructional school staff, a community member and, in some cases, students, to advise the principal on matters that promote high expectations and high achievement for all students. The LSAT was previously called the Local School Restructuring Teams (LSRT); LSRTs were established by the superintendent of DC Public Schools in collaboration with the Washington Teachers' Union in 1992. These teams were established, as the initial guidelines stipulated, "… to serve in an advisory capacity to the principal for the purpose of improving student outcomes." The continuing achievement of DCPS students is the goal of all LSATs.

Per-Pupil Funding Minimum (PPFM): This is a funding allocation that ensures that all schools will receive the minimum amount of funding per pupil. In this case the PPFM for DCPS for SY12-13 is $8,568.

Petition: A school may petition to change any requirements of the Required Staffing. A successful petition demonstrates that despite the elimination of or changes to the position, or funding, all students in the school will still receive the services and benefits intended by that position, or funding.

Required Staffing: These are positions identified as being required to operate a school. They are "locked in" on the budget worksheets and would require a petition for a school to deviate from the pre-set staffing.

School Personnel Committee
Each school will have a School Personnel Committee that will interview and recommend all candidates for any vacant positions at the school. The Personnel Committee will include the administrator or his/her designee; the WTU Building Representative or his/her designee; the department head or grade-level chairperson (or his/her designee) from the department or grade level affected by the vacancy, or a member of the appropriate non-teacher employee group (e.g., custodians, paraprofessionals); at least one additional teacher, but not more than four (4), elected by the WTU chapter at the school; and a parent of a current student mutually selected by both the WTU Building Representative and the supervisor.